

SYSTEM OF INTERVENTION

Managing the Intervention Program

Team Approach It is important to consider the needs of the school as a whole, as well as the needs of the students, when planning and implementing a system of interventions. To best manage the needs of the school as a whole, a School Implementation Team is often useful. The School Implementation Team would be responsible for observing practices to ensure the ultimate vision of the school's comprehensive instructional system is fully functioning and the intervention component of that system is effective. The responsibilities of this team could be incorporated into a team or group that already exists in your school (e.g., SBDM Council, Curriculum Committee, etc.) or could be a stand-alone team that meets. To learn more about the School Implementation Team, please see Appendix "B."

Another team, often referred to as the Student Intervention Team, focuses specifically on the students selected for intervention services and their progress. Again, this team's responsibilities could be incorporated into a team or group that already exists in your school (e.g., Student Assistance Team). To learn more about the Student Intervention Team, please see Appendix "B."



Scheduling A frequently asked question in regards to implementing a system of intervention for a school relates to time for the actual intervention services to take place. In order to help each, individual child reach proficiency, and ultimately college and career readiness goals, a system of intervention is critical. As we continue to focus on the core state standards, and gauge student achievement of those standards, just-in-time interventions will be necessary to help address those students who do not reach proficiency as quickly as their classmates and likewise for those students who are quick to reach proficiency and could benefit from extension activities and other accelerated learning options.

How can you schedule interventions for your school? There are many options, each with their own advantages and disadvantages for effective implementation.

Extended School Services (ESS) Model: Many schools are using before or after school ESS programs (and often expanding these with 21st Century Learning grants or other funds) to

provide interventions. Others are using daytime waivers to provide intervention services for ESS during the school day.

Lab Model: The lab model provides students direct instruction in their regular classroom, but then provides extensions or interventions in the lab classroom. The teacher(s) of these lab classes must be highly effective (skilled at differentiation, flexible-able to adjust plans based on formative assessment, dynamic deliverers of instruction).

Dedicated Intervention Time. Time built into the school schedule. (Look for our Advising Toolkit on the KDE website. Just type “Advising Toolkit” in the search box. This resource has some sample schedules for Advising programs. These same schedules work for Intervention times as well.)

Lunch Intervention: Some schools are doing “Intervention Lunches” where a teacher volunteers once a week to provide intervention services to students during the student’s lunch. The student goes to the café and gets their lunch and then reports to the teacher, who works with them during that time on academic targets the student needs to monitor.

Embedded Model for High School EPAS Interventions: Many schools are embedding the English and/or Reading transitional curriculum into their English IV course. The new KCAS really lends itself to this embedded model.

Pull-out for Interventions: Not a preferred model because students miss experiences in other classes of interest. Schools do pull students out of elective courses to attend an intervention session or class. Usually the students are pulled from their other classes once a week, and often those electives. It should be noted that students cannot be pulled from core content courses as this is against state regulations.

Decision Making Rules

As systems of intervention are developed, it is important to determine “rules” or standards for making decisions. Most of these rules would garner the work of the School Intervention Team or its equivalent. Within the tiered continuum of instruction and interventions, decision rules are necessary for moving students back and forth across tiers as educators address their needs for academic or behavioral intervention. A flexible and fluid process that relies on relevant student assessment data must guide the use of these decision rules. Student intervention outcomes drive decision-making at every tier of the model. A systematic method is used to decide interventions and implementation strategies for each student.



At each step of the process, good decision rules ensure effective, equitable, and fair treatment among students. According to the [National Research Center for Learning Disabilities](#) (NRCLD), decision making rules will allow school staff to have a basis for guiding their decisions.